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**ISTAR-KR Matrix: Social Emotional
Office of Special Education Programs (OSEP) Outcome 1, 2, 3**

ISTAR KR: Sense of Self and Others				
No Evidence	Demonstrates self-awareness	Demonstrates independence	Engages with others	Demonstrates respect for self and others
	Uses senses to explore self, others and environment	Demonstrates self-awareness	Demonstrates independence	Engages with others
	Responds to own name	Protests actions of others	Shares and takes turns with others when assisted	Helps and encourages others
	Recognizes self, familiar people, and familiar things	Makes a simple yes or no choice	Contributes to group task when prompted	Describes self in positive ways
	Shows toy preferences	Separates in familiar surroundings	With assistance, allows others to participate equally	Advocates for self
	Shows pleasure when repeating simple actions	Uses "mine" to identify property	Listens while others are talking	Cooperates with adults
	Selects the preferred item when given two choices	Prefers to do things independently	Names something special about someone else	Respects the property of others
	Rejects something undesirable	Pretends to do something or be someone else	Shows interest or pleasure when another reacts	Knows names of siblings
		Communicates likes and dislikes	Recognizes others' feelings	
		May practice moving away from familiar adult, but returns	Attempts to please adults	
		States first name	States full name	
		States age	State birth date	
		States gender		

ISTAR KR: Manages Emotions				
No Evidence	Expresses a variety of emotions	Responds to a variety of emotions	Manages emotions with adult assistance	Uses strategies to manage emotions
	Expresses needs and desires with gestures, sounds, some words	Expresses a variety of emotions	Responds to a variety of emotions	Manages emotions with adult assistance
	Recognizes caregiver	Responds to tone and volume of others	Recognizes feelings when labeled by adult	Identifies and labels own feelings
	Discriminates strangers	Responds to the arrival of a familiar person	Modifies behavior in response to simple verbal redirection	Solves conflicts with language rather than physical action
	Laughs	Responds to the vocalizations and facial expressions of others	Uses feeling words when prompted	Seeks familiar adult to get needs met
	Demonstrates wide variation in emotions (e.g., happy, sad, fear, surprise, anxiety)	Initiates game with familiar adult	Allows redirection	Expresses ways to take care of feelings
	Responds appropriately to familiar adult affect	Prefers familiar adult	Manages fear and apprehension with assistance	Compromises to solve a problem with a peer
				Responds appropriately to change

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ISTAR KR: Interpersonal Skills				
No Evidence	Interacts with caregiver	Engages in parallel play	Interacts with others	Engages in cooperative interactions
	Jointly attends to objects	Interacts with caregiver	Engages in parallel play	Interacts with others positively
	Cooperates and interacts with caregiver during routines, play	Demonstrates an awareness of the presence of other children	Maintains attention to and participates in adult coordinated activity with peers at least 15 minutes	Role plays (acts out) with peers involving make-believe
	Participates (reciprocal turn-taking) in games with caregiver	Parallel plays near peers	Responds to adult guidance in turn taking	Participates actively in group experiences
	Looks at adult face	Imitates actions of others	Participates in circle games, group activities at least 15 minutes	Takes turns with games and materials with prompts
	Demonstrates a desire to be picked up and held by familiar person	Shows objects to others	Engages in simple pretend play with peers	Maintains a conversational exchanges for at least three exchanges
	Explores adult facial features		Initiates interactions with peers, others	Acts to maintain a friendship with preferred peer
	Uses a familiar adult for comfort		Shares when prompted	Shows concern or comfort when peer is upset
	Smiles at familiar adult		Smiles for attention	
			Greets others	
			Begins conversations	

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ISTAR KR: Responsibility				
No Evidence	Recognizes steps in familiar routines	Follows familiar routines	Follows rules	Applies rules to situations
	Responds to familiar routines	Recognizes steps in familiar routines	Follows familiar routines	Follows rules at home in and in classroom
	Responds in recognition of the steps of meal preparation	Participates in group activities	Reminds others about rules	Cleans up area when finished
		Helps adult with a task	Puts personal belongings in proper place	Completes tasks independently
		Demonstrates understanding of expectations by assisting with preparations	Communicates when something does not belong or should not happen	Uses materials in appropriate ways
		Practices routines in pretend play (feeding, comforting, etc.)	Follows through with transitions in a schedule most of the time	Works without disturbing others
				Asks permission
				Acts to help others
				Knows telephone number and address

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ISTAR KR: Problem Solving				
No Evidence	Initiates an action to get a desired effect	Uses trial and error to manipulate objects	Searches for possible solutions	Finds alternative strategies and solutions
	Finds ways to obtain a desired object	Initiates an action to get a desired effect	Uses trial and error to manipulate objects	Searches for possible solutions
	Repeats behavior that has desired effect	Anticipates and navigates around environmental barriers	Finds an indirect way to solve a problem	Uses a second strategy when the first one fails
	Experiments with objects	Searches for something that is out of sight	Develops reasons	Considers alternatives
	Searches for hidden object after watching it be hidden	Takes simple objects apart to solve a problem	Asks for help	Chooses a variety of approaches, materials, and strategies to use in solving problems
	Separates objects	Puts simple objects together to solve a problem	Discriminates an object that is pulled apart and one that is put together	Uses concrete objects and pictures to explain the reasoning used to solve a problem
	Shows interest in objects in the environment	Uses tools to solve problems	Explains reasoning of why objects or pictures are used in certain way	
	Uses whole body to explore	Sees a simple task through to completion	Removes self from potentially harmful situations	
		Performs simple actions with materials to see how they work	Attempts to make predictions (e.g. if this happens, then...)	

ISTAR KR: Approaches to Learning				
No Evidence	Demonstrates curiosity	Sustains attention to preferred activities	Sustains attention to a challenging activity	Applies creativity to activities
	Interacts with materials using tactile sense for at least 15 or more seconds	Demonstrates curiosity	Sustains attention to preferred activities	Sustains attention to a challenging activity
	Shows interest in visual, auditory, tactile patterns	Sees a simple task through to completion	Prepares work carefully and neatly	Incorporates fantasy into activities
	Repeatedly manipulates objects to cause an effect (e.g., open/shut, pull/push)	Attends to more than one thing at a time (e.g., sings while painting)	Works beyond what is easy	Creates original products
	Imitates actions of others	Works through distractions	Stays on task to completion	Varies from a model
	Attends to or attempts new activities e.g., peek-a-boo	Can entertain self for at least 10 minutes	Exhibits positive attitude when approaching new challenge	Shows ability to adjust to new situations
	Notifies new people, sounds, things	Will search for a hidden object	Asks why something is the same or different	Tries difficult tasks
			Maintains attention at large or small group activity at least 15 minutes	Uses objects symbolically in play

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